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ABSTRACT

Project Equity was a one-year project, funded by the Women's Educational Equity Act Program of the Department of Education, to enable the Saint Louis (Missouri) Public Schools to develop, test, and disseminate a curriculum on sex equity issues and laws. Designed to be integrated with law-related education programs in grades six through eight, the program includes a training module for teachers and administrators. Project Equity's goals include teaching equal treatment for both sexes and strengthening student understanding of state-mandated competencies. The manual presents information on how to plan and organize training workshops for potential teachers and stresses resources, logistics, finances, evaluation, and follow-up tasks. The appendices, which comprise three-fourths of the manual, include projects to enhance classroom, school, and community involvement; a sample lesson evaluation form; and information to be utilized by resource persons. The workshop lesson plan which includes a student test and an evaluation form, is also appended. (JHP)

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A MANUAL FOR IMPLEMENTING PROJECT EQUITY - A SEX EQUITY LAW-RELATED EDUCATION PROGRAM

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**A MANUAL FOR IMPLEMENTING PROJECT EQUITY - A SEX EQUITY
LAW-RELATED EDUCATION PROGRAM**

**A MANUAL FOR IMPLEMENTING PROJECT EQUITY - A SEX EQUITY
LAW-RELATED EDUCATION PROGRAM**

by
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and
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St. Louis Public Schools
Division of State and Federal Programs

1985

Project Equity was, and continues to be, a unique program within the St. Louis Public School System. Its features include identification with an already institutionalized law-related education unit within the school system, a strong central staff, well-planned activities for participants, and continuous contact with project administrators and teachers. The purpose of this manual is to alert replicating projects to what must be done to implement Equity effectively, and to describe the project so that it can be replicated with a minimum of difficulty.

Acknowledgments

The Project Equity coordinator, Dolores B. Malcolm, gives special appreciation to Margaret Solomon, curriculum editor, for her able assistance in all aspects of this implementation manual. Her ideas and attention to details will be reflected in the usefulness of the product in replicating a sex equity project. Linda Riekes, Divisional Assistant of the Law and Education Unit, St. Louis Public Schools was ever present with help and encouragement, interest and follow-through, and excellent editorial suggestions. Dr. Lynn Beckwith, Executive Director of State and Federal Programs, St. Louis Public Schools expressed continued interest and provided on-going advice and support throughout the project.

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Project Equity was a one-year project funded by the Women's Educational Equity Act Program of the Department of Education to enable the St. Louis Public Schools to develop, pilot-test and disseminate a curriculum on sex equity issues and laws, focusing particularly on Title IX. The program was designed to be integrated with law-related education programs in grades 6 through 8 and includes a training module for teachers and administrators. A full-time project coordinator, part-time curriculum editor, evaluator, and secretary comprised the staff of Project Equity in St. Louis.

A significant feature of Project Equity is that it is housed under and integrated with the St. Louis Public Schools' Law and Education Project, a city wide law-related education program (LRE) with a focus on how laws are made and adjudicated in today's society. This integration with an existing project proved to be most effective. It guaranteed that Project Equity was neither developed nor perceived as an "add-on" to a crowded curriculum. Rather, its goals were designed to complement the LRE goals. The lessons, in fact, support the overall LRE mission to prepare students to be knowledgeable, concerned, and active citizens, and they extend the LRE curriculum into a crucial content area for today's work-world -- equal treatment for both sexes. This meant the project could be taught by regular LRE teachers, already committed to making students more aware of their rights and responsibilities in today's society.

A second important feature of Project Equity is that it is designed to strengthen the students' grasp of state-required competencies. Thus, most lessons are correlated to a Project Equity objective and to a state-mandated objective, extracted from the Basic Essentials Skills Test (BEST) in Missouri. This "double-duty" aspect of the curriculum makes it unique, we believe, and especially valuable to teachers concerned with both skills and content development in their students.

Project Equity goals are the following:

- (1) Develop in middle school students sensitivity to and knowledge about such women's equity issues as discrimination, bias, and stereotyping that affect their lives; equip them with information about legal remedies like Title IX, so that they can develop strategies to overcome these inequities, emphasizing correlation to BEST Government/Economics competencies;
- (2) Motivate students to become more involved in making laws and rules that affect women and girls' social, economic and cultural well-being; and
- (3) Alert administrators to inequities that may exist in their school environments and help them develop strategies for correcting inequitable attitudes and practices.

Specifically, the project involves students in examining sex equity and studying their rights and responsibilities to be fair to both sexes under the law. The project includes such topics as how Title IX became a law; rights and responsibilities under the statute; case studies of Title IX; problem-solving for discrimination and bias in everyday life; and stereotyping in social and economic situations. -

Using these materials, students were encouraged to translate what they learned into useful projects for their schools and community. A listing of suggested projects may be found in the Appendix.

In addition, lawyers and other professionals were used as in-class resources in Project Equity. That is, these professionals visited classrooms to discuss such equity issues as the 19th Amendment, pay equity, and female professionals in nontraditional jobs. All resource persons were briefed ahead of time on information needed, length of time for presentation, and other particulars to facilitate their classroom experience. Materials to carry this out are included in this manual.

Actual curriculum materials for Project Equity were developed or adapted by Equity staff, with advice from participating teachers, principals, an advisory committee of national leaders in law-related education and women's equity and with input from other sex equity projects, particularly the Office for Sex Equity in Education - Michigan State Board of Education and the Northwest Regional Educational Laboratory - Portland, Oregon.

The project also benefitted from close interaction with the Urban Education Network of the Mid-Continent Regional Educational Laboratory in St. Louis. During implementation, the project was pilot-tested in three classrooms (one for each grade level) in Grades 6-8 in ten middle schools. Workshop sessions were held to train teachers to use the materials and to infuse them effectively within the LRE course of study. Workshop sessions also included school level administrators who became involved in equity discussions and problem solving.

MAKING PROJECT EQUITY WORK

Several factors are important in making Project Equity work in a school district -- but being interested in the subject matter and concerned that the values of sex equity be transmitted to today's youth are perhaps two important qualities for all participants to share. The participants in the project include a coordinator, teachers and administrators, usually building principals. These participants will work closely together, some more than others. It is important, however, that everyone read through this manual and the curriculum guide to familiarize themselves with Equity goals and the general orientation of the project.

An important figure in the project is the Equity coordinator who may, in fact, also have responsibility for the school's social studies or instructional curriculum. His or her overall responsibility is to coordinate the project's activities and to ensure its successful infusion into the district curriculum. Specifically, he or she carries out the following tasks:

- Determines the scope of the project.
- Adapts lessons in the curriculum to state objectives and student capabilities, as needed.
- Develops workshops for participants.
- Provides ongoing support and assistance to all participants.

These tasks are explained more fully in the paragraphs that follow. As with all projects, a good deal of work is demanded in the start-up period. However, once the project is established and participants become familiar with its workings, you should find that the project moves more smoothly and requires less concentrated effort.

Once the coordinator is selected she/he will carry out the following:

- Determine the size and scope of the project. Although we, in St. Louis, began with 30 classrooms, you may decide to limit the number of classrooms in the first year in order to get the project on its feet before expanding. We think it's better to do a small project very well rather than to fail because of spreading personnel too thin.
- Review the lessons in the Curriculum Guide and adapt them to specific student needs, district guidelines, and state mandates.

Project Equity is designed to help students explore real life situations, like being hampered by sex-roles or experiencing discrimination. However, some students may need more help in understanding these concepts than we have provided. In that case, you should add lessons to meet these needs. In addition, pertinent laws differ from state to state. If, for example, you have an equal rights law, that should be emphasized in the Equity lessons, and a lawyer should be invited to the classroom as a resource person to explain it. Finally, you should look at your own state mandated competency tests if they exist. Many of the lessons in the Curriculum Guide can be adapted for student mastery of these competencies.

AT THE SAME TIME, the coordinator will need to:

- Recruit teachers and administrators for participation in Equity. Reach the teachers and administrators through the normal channels of communication available to you; however, be sure to discuss project needs and your choice of participants with district or building - level supervisors before going ahead with the contacts.
- Design and conduct workshops with teachers and administrators. The workshop is based on the hypothesis that teachers need both cognitive knowledge of sex equity and practical methodology for teaching it. At least one workshop should be held for all participants, supplemented by after-school seminars on equity topics (the history of women's suffrage, for example, or the current-day comparable worth issue) and ongoing classroom assistance. Instructions for setting up the workshop are presented in the pages that follow.

- Provide support and assistance to project teachers on a regular basis.

In St. Louis, ongoing assistance included demonstration teaching, help with planning new activities, and coordinating resource persons' visits. The coordinator should tailor assistance to the scope of the local project and the participants' needs.

Of particular importance are the coordinator's relationships with three constituents: Principals, teachers, and parents. Maintaining relationships with each of these groups is discussed below.

Working with Principals and other School Administrators.

The success of Project Equity in your district or school may well depend on maintaining a successful relationship with principals or other significant school personnel whose fields of interest may overlap with Project Equity.

It is important to initiate and maintain habits of good communication immediately with participating administrators. For example, after principals have been selected for participation, the coordinator should contact them personally, suggest a meeting to describe the project and their participation. It is especially important to carry out the following:

- Prepare an abstract explaining the project, highlighting its instructional value -- i.e. the ways in which it will help students master basic language arts and social studies skills. In your meeting, explain this carefully to principals and others. Take questions from participants and be sure administrators understand the purpose and scope of the project.
- Ask the principal and other staff members for ideas about administering the project within individual buildings, to allow for varying administrative styles.
- Ask the principal to appoint someone to disseminate information about the project within the building. The principal him/herself may carry out this function, but an additional person will lessen the load on the administrator.

Once the project is rolling, be sure to address all memos to the principals. Also, be sure to give the principal a copy of your schedule for visiting the building, or otherwise let her/him know when you plan to be in the classrooms.

Principals should also be kept abreast of project developments and of activities teachers are engaged in that enhance the project.

Working with Teachers. We can assume that the coordinator understands the burden of work most teachers carry and is sympathetic with the difficulties they will have in making use of the new materials and integrating them into the course of study. This sympathy and understanding should be communicated to the teacher, and the teacher should be encouraged to share difficulties she or he is having with the Equity coordinator. To that end, the coordinator does not work with the teachers in a supervisory way, but rather as a colleague and peer with certain valuable expertise. It is important that the teachers adopt this attitude about the coordinator's role, so that they will cooperate in making Equity a success. Specifically, the coordinator will carry out the following with or for teachers:

- Adapt lessons for teachers' use and help them to be used with success in the classroom. In doing this, the coordinator should consult with the teachers themselves and with the social studies coordinator, if this is appropriate. The lessons should be observed for possible modification, and the teacher should be consulted again. The coordinator, in the process, may teach specific lessons and model techniques for the teacher. (Evaluation is included in the Appendix)
- Provide the teacher with articles, essays, professional or popular writings about equity concepts to strengthen the teacher's understanding of the principles.
- Help the teacher see where and how Equity fits within the social studies curriculum. This may take the form of developing special lessons or suggesting student projects that combine equity with other concepts.
- Provide resource persons for the classroom. To do this, the coordinator sets up the initial contact and orients the guest in advance to the specific topic to be discussed. In St. Louis, we used lawyers with knowledge of equal rights, women from the

League of Women Voters, and women in non-traditional jobs as classroom resources for Equity. You will want to use whoever (male or female) is active in your community on behalf of equal rights for both sexes. Principals and interested others should be invited to the resource person's presentation. Such an invitation helps to maintain that important flow of communication among project participants. Forms used for resource persons are included in the Appendix.

Working With Parents. It is important to explain Project Equity to parents so that they will have a good grasp of its objectives. In addition, make clear to parents that their suggestions for improving the project are welcome. They may, in fact, have suggestions for equity-related problems that youngsters face that can be taken up in the classrooms.

Ideally the coordinator will present information about the project to parents and others at a parent-teacher meeting. Material about the project, including an abstract, can be distributed at that time, along with home activities that will broaden the concepts of sex equity. When the project is in operation, be sure to keep parents informed of its successes as well as its difficulties. If students are carrying out any special projects, keep the parents informed of them.

Similarly, give parents explanatory information about Title IX. Many of the sources listed in the reference section of the Curriculum Guide have parent activities among them.

The workshop experience is a key component of Project Equity, one that serves several important purposes:

- Orients teachers and administrators to Equity's goals and concepts.
- Prepares teachers to teach Project Equity materials and prepares administrators to support that instruction.
- Builds cohesiveness among participants and allows them to share ideas.
- Gives teachers added confidence in their ability to function in the project.
- Furthers the professional development of participants.

The topics to be discussed during the workshop should be selected carefully with an eye to the participants' background and experience with sex equity. Some participants will need more discussion of the project's rationale than others. Some will not want to focus on their own behavior in the classroom or building while others will. You will have to judge how much time must be devoted to each topic. If the audience is more negative toward sex equity than you would wish, the best strategy is to focus on the ideas of fairness and justice that underlie equity and present statistics and other facts that show the need for it.

Some topics you may wish to discuss are the following:

- Definitions and examples of sex equity; its relationship to other civil rights.
- Cases and laws pertaining to equity, especially Title IX.
- Equitable practices in the classroom and school.
- Equity resources in the community.
- The role of the principal in furthering sex equity.
- Equity projects for students.

An after-school or evening workshop session of two or three hours should include time for participants to work together in small groups and to examine and discuss possible materials for teaching. A lawyer with a specialty in sex equity issues should be invited to explain pertinent laws and cases. Methodology concurrent with Law-Related Education (i.e. case study, law-making process) should be emphasized.

In St. Louis, our first workshop session was held after school and included dinner. This mix of social and professional activity was an effective backdrop for the work to be done. Participants were enthusiastic and interested in the project and had ample opportunity to interact with others.

Organizing

There is no question that organizing the workshop takes time and effort. Nonetheless, the results will be better if sessions are thought out well in advance. Here are some tips for getting the job done:*

A) SET UP AN OVERALL TIME FRAME

Allow more time rather than less for planning in order to:

- reserve site
- contact resource persons
- send for and receive resource materials
- prepare and send out promotional material, if needed.

B) PREPARE RESOURCES FOR WORKSHOP

- 1) Print: Prepare a display of pamphlets, books, bulletins and posters; if display is large, arrange by topic (i.e. Law, Athletics, etc.).
- 2) Information Handouts: Order materials early, assembling packets takes time. The only cost involved, if you use free material, might be for a folder or program. The program can be stapled to the materials and handed out as a packet.
- 3) Audiovisuals: Borrow or obtain from a school site slide shows, films, filmstrips; prepare overhead transparencies, posters; secure projectors, screens.
- 4) Resource Persons: Some groups that can provide or suggest speakers for special topics (e.g. law, careers, employment, etc.) are: the Womens' Bureau of the Department of Labor, the Office for Civil Rights, local Commissions on the Status of Women, League of Women's Voters, women's organizations, civil rights groups and women's studies faculty at area colleges.
- 5) Miscellaneous Items You May Need: Chalkboard, chalk, newsprint, felt tip pens, name tags, sign-in table, coffee, cups, cream and sugar, trash baskets.

*These tips developed by the Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association.

C) ARRANGE LOGISTICS

- 1) Site: Consider the following suggestions for locating a site; classrooms, library, student/teacher lounge, community locations in libraries, and colleges. Women's and civil rights organizations can provide suggestions and assistance. Secure proper permission to use a site.
- 2) Date: Selection of date depends on target audience. Released time or staff development days, or evenings may be possible.
- 3) Publicity: Allow time to prepare clear and informative publicity material. Consider sending letters to appropriate groups, e.g. members of the board of education.
- 4) Registration: Consider pre-registration before a certain date. It is helpful to know who and how many participants to expect.
- 5) Breaks: Breaks on-site are preferred as they offer time for group interchange.

D) FINANCES

Special expenses may be incurred for: audio visual rentals, coffee/lunch, duplicating fees, printed programs and/or posters, newsprint, name tags, felt tip pens, resource packet folders, postage, phone calls.

E) EVALUATION

Plan your evaluation sheet very carefully and allow time within the time frame of the workshop for the sheet to be filled out. (A sample evaluation form is included in the Appendix of this manual.)

F) FOLLOW-UP

The following tasks should be completed as soon as possible after the workshop:

- Thank-you notes to resource persons and suppliers of materials, services, and to all who have been helpful.
- Compilation of evaluation forms and sharing of evaluation data with participants.
- Dissemination of information requested at the workshop.
- Next steps--your evaluation forms should help you determine what your follow-up might be.

Appendix A

EQUITY PROJECTS FOR CLASS, SCHOOL, OR COMMUNITY INVOLVEMENT



EQUITY PROJECTS FOR CLASS, SCHOOL, OR COMMUNITY INVOLVEMENT

- (1) Determine the extent and effects of sex discrimination in instructional materials (career education, physical education, etc.)
- (2) Determine the extent of equity in treatment in areas of: street and hall patrol; cheerleading and debate teams; as assistants; classroom management practices; student government and lunchroom assistants; and pupil assignment.
- (3) Review library publications in regard to sex-role stereotyping and fair representation of males and females.
- (4) Plan and execute career exploration days and career resource centers to reflect fair representation of males and females in all areas, and to maximize the range of career choices when utilizing the career education concept.
- (5) Perform a class play dealing with a sex-equity issue. (Refer to materials available from National Women's History Project and Michigan Office for Sex Equity.)
- (6) Students write poems, cartoons, that are equity related.
- (7) Students develop a letter-writing campaign to discuss pros or cons of a newspaper related equity issue.
- (8) Develop learning study wheels based on facts about women in varied fields - science, history, literature, education, the arts, math.
- (9) Analyze a week long (pre-determined) segment of TV programming to determine the extent of equity and/or sex discrimination.
- (10) Compile a class booklet based on studies of women in history. (Use research principles and vary format (i.e. puzzle; timeline; narrative).
- (11) Design and prepare for display an equity - related bulletin board for each classroom based on content area.

(Language - how words have changed; Math - charts and graphs on working women's statistics; Counselor - career - oriented ideas.)

- (12) Students can rewrite stories from literature texts with main characters role reversed as to sex. Students would then evaluate how sex-changed roles made them feel - why they felt as they did.
- (13) Collect news articles from daily paper (USA Today, St. Louis Post Dispatch) on gender equity issues and compile individual or class notebooks.
- (14) Plan a "guess - who" day on which students bring props of an occupation (stress non-traditional jobs) and explain why they can qualify and what skills are needed.
- (15) Using Students Guide To Title IX for factual information let students rewrite "How A Bill Becomes A Law" lesson in Lawmaking Lesson 19.
- (16) Class or group can write a proposal (based on Lesson 8 Lawmaking) that may be presented to school administration on an equity problem in the school.
- (17) Visit a nursery school or day care center and write a paper on activities offered boys and girls. Is there a difference in treatment? Any difference in expectations?
- (18) Design a questionnaire to use as you interview teachers in industrial arts, home economics and physical education. Determine treatment of boys and girls in the classes; academic ability, etc.
- (19) Act out, write about, draw, or make a collage about "The me I want to be."
- (20) Use basic geography text and other reference materials to compare sex roles in different cultures.
- (21) Make a mobile of words that relate to freedom from sex roles, racial roles, age roles.

Appendix B

PROJECT EQUITY PILOT LESSON EVALUATION*

*Each lesson that was taught in a pilot classroom was evaluated based on the following form. The lessons were revised based on comments received by the pilot teachers and the project coordinator.

PROJECT EQUITY LESSON EVALUATION

LESSON TITLE: _____

GRADE LEVEL: _____ SCHOOL: _____

TEACHER NAME: _____

- I. To determine whether or not this lesson fulfilled its objective we would like your evaluation. Complete the evaluation form below and comment on any aspect of the lesson in the space provided.

1. . Number of classes in which the lesson was taught:

1 2 3 4 5 6

2. Ability level of the students to whom the lesson was taught:

low average above average

3. Students' prior knowledge of the concepts:

low average above average

Comments:

- II. Please rate the lesson(s) on the following criteria:

1. appropriateness for grade level	low	average	above average
2. students' interest level	low	average	above average
3. students' knowledge level	low	average	above average
4. ease of lesson presentation	low	average	above average
5. effectiveness of lesson presentation	low	average	above average
6. degree of student participation	low	average	above average
7. degree of student learning	low	average	above average

III. Indicate the teaching techniques used:

role play _____ discussion _____
lecture _____ desk work _____
other (be specific) _____

IV. Did students seem to hold stereotyped ideas/values before the lesson?

yes _____ no _____ don't know _____

V. After the lesson did students' ideas/values seem to change?

yes _____ no _____ don't know _____

VI. What specific suggestions could you offer to revise the lessons or add to the lessons?

VII. Additional Comments: _____

Appendix C

RESOURCE PERSONS' INFORMATION*

*The letters and forms in this section are adapted from Classrooms & Community: Using Community Resources In The Consumer Education Curriculum



JEROME B. JONES
Superintendent of Schools
WILLIAM A. PEARSON
Associate Superintendent
for Curriculum & Programs
LYNN L. BECKWITH, Jr.
Executive Director
of State & Federal Programs

RE: Project Equity Classroom Visit

Dear

This will confirm our recent telephone conversation in which you agreed to make a presentation in a Project Equity classroom as follows:

Date: _____ Time: _____
School: _____ Teacher: _____
Room No.: _____ Grade: _____

Please call the school one or two days in advance to re-confirm your visit. The enclosed sheet includes information about the school's location and telephone number.

Before you visit the school, please refer to the attached materials. If you have materials that would help to prepare the students for your visit, please forward them to the school at least a week prior to the visit. These might be brochures on your agency, vocabulary words, or pre-visit background information.

On the day of your visit, be sure to stop at the main office to let the principal know you are in the building.

Upon conclusion of your visit I would appreciate it if you would fill out the enclosed Survey form and return it to the State and Federal Programs office.

Thank you for volunteering your time to make classroom visits. It has been shown that presentations such as yours provide important educational benefits to students in our schools.

Sincerely,

Dolores B. Malcolm, Coordinator
Project Equity.

P.S. If you must cancel or postpone your visit, please call the school directly.

INFORMATION FOR RESOURCE PERSON

Teacher's Name: _____

Room Number: _____ No. of students in class: _____ Grade level: _____

School Name: _____

School Address: _____

Cross Streets: _____

Other information about location of school (example, nearby highways, landmarks:)

Location of visitor's entrance: _____

Location of school doorbell: _____

Parking information: _____

Comments: _____

Project Equity Classroom Visit

Getting and Keeping Interest

Whether an audience consists of elementary students, teenagers, or adults, a resource person should be aware that people are invariably most interested in events and issues that touch their lives personally. One way to make a theoretical concept more engaging is to present it in the context of a local issue or a situation relevant to the world of the school or classroom.

Students respond best to a format that is more interactive and to topics that are within their realm of experience. Try to involve the students through discussions, role-playing, or some desk work.

Before the Visit

- 1) Send brochures, vocabulary or other background materials to the school at least a week before the visit.
- 2) Call the school 2 or 3 days in advance to re-confirm your visit. The phone number is on the attached sheet of information.

During the Visit

- 1) Keep your presentation to 30-40 minutes.
- 2) Structure your presentation so that you involve students right away. You may want to begin by asking them what they already know about you and your organization or profession.
- 3) Comment about bulletin boards or other displays in the room which relate to your topic.
- 4) Call on several students. Don't let one or two monopolize the discussion.
- 5) Be mobile. Circulate around the classroom. Walk up and down the rows.
- 6) Involve the teacher. For example, ask the teacher to write important points on the board. Or, have the teacher choose students to participate in activities with you.
- 7) Make sure the entire class hears the questions and responses. Either repeat the comment to the total group or ask the student to repeat it louder so that everyone can hear.
- 8) If you plan to exhibit brochures, forms, or other printed material, bring 35 copies with you to pass around. Tell students you will be collecting them at the end of the class. Tell students not to write on materials.
- 9) If you bring material for students to keep, give out only those materials needed for your presentation. Leave the rest with the teacher for distribution after your visit.

RESOURCE PERSON(S)' CLASSROOM EVALUATION
PROJECT EQUITY

Name _____

Date of Presentation _____

School _____

Please give us your comments about your classroom presentation.

This information is very useful in training sessions with teachers and can help make Project Equity more effective.

1. In advance of your visit, did you refer to the information that was sent to you?

YES _____ NO _____

2. If you answered yes to number one, do you feel the material provided you with adequate preparation?

YES _____ NO _____

3. Did you provide information and vocabulary to the teacher for pre-visit and follow-up activities?

YES _____ NO _____

4. In the classroom, did students appear to be

Prepared 7 6 5 4 3 2 1 Unprepared

5. Did students' interest appear to be

High 7 6 5 4 3 2 1 Low

Other comments pertaining to the visit: _____

Please return to: Dolores B. Malcolm, Coordinator
Project Equity
5183 Raymond
St. Louis, MO 63113
(314) 361-5500



JEROME B. JONES
Superintendent of Schools
WILLIAM A. PEARSON
Associate Superintendent
for Curriculum & Programs
LYNN L. BECKWITH, Jr.
Executive Director
of State & Federal Programs

RE: Visit from Resource Person - Project Equity

Dear

Your request for a Project Equity resource person to visit your classroom has been received. Please be advised that the following person will visit your classroom:

Name: _____

Organization: _____

Address: _____

Telephone: _____

The visit is scheduled as follows:

Date: _____ Time: _____

If this appointment is inconvenient for you and you wish to reschedule, please call me at 361-5500.

A few days before the visitor comes to your class, please conduct some preparation activities with your students so they will receive maximum benefit from the visitor's presentation. See the enclosed sheets for general guidelines. I have also requested that the resource person send informational material directly to you prior to the visit.

At the conclusion of the visit, I would appreciate your filling out the enclosed Survey form and returning it on the pony to the State and Federal Programs office; Attention: Project Equity.

Please contact me if you would like to have additional resource persons visit your class.

Sincerely,

Dolores B. Malcolm, Coordinator
Project Equity

RESOURCE PERSON(S) TEACHER EVALUATION

Name of Resource Person and/or Agency _____

Date of Presentation _____

Teacher _____

INSTRUCTIONS: Please give your honest opinion on the value of the presentation by circling the number which best expresses your reaction to each of the items.

EVALUATION CRITERIA

1. In terms of subject area, the resource person appeared to be:

Prepared 7 6 5 4 3 2 1 Unprepared

2. The topic and the lesson were appropriate _____ inappropriate _____ for this grade level.

3. The topic and the lesson were above _____ below _____ at _____ the interest level of the student

4. The topic and the lesson were above _____ below _____ at _____ the knowledge base of the student

5. The classroom presentation of the resource person was:

Indicate techniques used: Effective 7 6 5 4 3 2 1 Ineffective

_____ role play

_____ lecture

_____ question & answer discussion

_____ desk work

_____ lecture

_____ other (specify _____)

6. Student interest appeared to be:

High 7 6 5 4 3 2 1 Low

7. Did the resource person use techniques that involved students in the presentation?

YES

NO

8. Would you recommend this resource person for other classrooms?

YES

NO

9. Will you be able to use the information and the techniques in any of your lessons?

YES

NO

Please give example(s) of how you plan to use the information and/or the techniques.

Please make specific suggestions about what the resource person could do to improve his/her presentation (if it needed improvement).

Please make specific suggestions about what you could do to make his/her presentation better (if it needed improvement).

Additional Comments:

Return To: Dolores B. Malcolm, Coordinator

Appendix D

OVERALL PROJECT EQUITY WORKSHOP DESIGN AND PURPOSES FOR EACH ACTIVITY

Total Time: 2 Hours, 45 Minutes

30 Minutes.....SOCIALIZATION PERIOD

- Within the St. Louis Public Schools' system there are staggered school closing times so the first half-hour allowed time for all participants to arrive and refresh themselves.

10 Minutes.....INTRODUCTIONS AND PURPOSE OF WORKSHOP

- Project personnel and staff from the Law and Education Unit were introduced. The purpose for offering the workshop was also explained.

10 Minutes.....WARM-UP ACTIVITIES

- A "Hand-Clasp"* activity that focuses on the fact that change is sometimes uncomfortable. (5 Minutes)
- A cartoon on overhead transparencies "Bias and Kids" which points out that our behavior is sometimes inconsistent with our beliefs.

10 Minutes.....AWARENESS QUIZ

- Administer a quiz on Title IX (See p. 27) to check the participants knowledge of the law. Answers to the quiz will be discussed at the end of the Law Presentation.

30 Minutes.....LAW PRESENTATION

- This presentation should be done by an attorney, professor, or other person knowledgeable about sex equity laws. The information will only provide an overview of federal legislation so the presenter should recommend that participants familiarize themselves with more in depth detail. The laws which should be highlighted are: Title IX; 14th Amendment; 19th Amendment; Equal Rights Amendment; Women's Educational Equity Act; Title VII and the Equal Pay Act.
- Supply answers to the Title IX Awareness Quiz

5 Minutes.....STRETCH BREAK

10 Minutes.....INTRODUCTION TO THE CURRICULUM GUIDE

- The curriculum guide contains awareness and graded lessons (Grade 6-8) on sex equity. The format of the guide; its relatedness to law-related education; and correlation of the state-mandated competency objectives were discussed.

45 Minutes.....LESSON PRESENTATIONS

- A fifteen-minute lesson from each of the grade levels was presented by staff from the Law and Education unit. These presentations provided the participants with an opportunity to observe the lessons in action and to assume a student role.

5 Minutes.....REFERENCES AND RESOURCES

- The "reference" page of the Equity Curriculum Guide was discussed to alert the educators to materials that would enhance their knowledge of Equity. Mention was made of available school and community resources (Law and Education Unit, Bar Association, League of Women Voters).

5 Minutes.....QUESTION AND ANSWER PERIOD

5 Minutes.....WRAP-UP AND EVALUATION

- Provide a workshop evaluation form so that the project coordinator will have feedback as to the next step. (See form on page 29)

*Activities taken from: Building Instruction Around Sex Equity (Bias),
Northwest Regional Education Laboratory

TITLE IX TEACHING UNIT
PRE/POST TEST FOR STUDENTS

1. What is the federal law which prohibits sex discrimination in any educational program or school which receives money from the federal government?
 - a. Title VI of the Civil Rights Act of 1964
 - b. Title IX of the Educational Amendments Act of 1972
 - c. Michigan Public Accommodations Act
 - b. Sex Discrimination Act of 1978
2. This federal law was passed to protect the rights of . . .
 - a. Board of Education members
 - b. Parents
 - c. Students
 - d. All of the above groups of people
3. What educational programs or schools are not covered under this federal law?
 - a. Public schools
 - b. Military schools
 - c. Colleges/Universities
 - d. Kindergartens
4. Under this federal law there are classes which can be offered for just boys, or for just girls, such as gym class or home economics classes.
 - a. True
 - b. False
5. Under this federal law there are after school programs that can be offered for just boys or just girls, such as intramural teams, clubs and special field trips.
 - a. True
 - b. False
6. You hear a morning announcement in school that there will be job openings this summer in the new mall that is opening downtown. Anyone interested should see the counselor. When a student stops by the counselor's office, the secretary in the office gives him/her a list of openings. One employer in the mall is hiring girls in the bakery.

Another employer wants to hire boys to stock shelves in the drugstore. Under federal laws is there discrimination on the basis of sex?

- a. Yes - only the employers are discriminating
- b. Yes - only the school is discriminating
- c. Yes - the school and the employers are discriminating
- d. No - neither one is discriminating because it isn't illegal

7. Which of the following rights are protected by Title IX?

- a. The right to take any class you wish
- b. The right to nondiscriminating counseling and guidance services
- c. The right to free speech
- d. The right to attend a church of your choice
- e. The right to participate in athletics

8. What agency is responsible for enforcing Title IX?

- a. United States Department of Labor
- b. United States Post Office
- c. Equal Employment Opportunity Commission
- d. U.S. Department of Education - Office for Civil Rights

9. Under Title IX which of the following things must your school district do?

- a. Appoint a Title IX Coordinator
- b. Pass a Title IX policy statement
- c. Develop a grievance procedure
- d. Give money to the Student Council

10. If you think the rights of your students are being violated under Title IX, what is one of the first things you should do?

- a. Write a letter to the editor of the newspaper in your town
- b. Go talk to the Title IX Coordinator in your school district
- c. Complain to a friend
- d. Go see the school nurse

Adapted From: Michigan Department of Education - Title IX Teaching Unit;
Office for Sex Equity in Education Fall, 1981.

WORKSHOP EVALUATION FORM

Date _____

1. What was the most important thing you learned at this workshop session?
How do you think you will use it?
2. What would you have done differently? Why? (Consider: visual presentations, handouts, activities and the sequence of events.)
3. What could the trainer have done to be more helpful?
4. Other comments?

References

Building Instruction Around Sex Equity (BIAS) Trainer's Manual Inservice Workshop; Northwest Regional Educational Laboratory Center for Sex Equity; Portland, Oregon.

Classrooms and Community: Using Community Resources In The Consumer Education Curriculum; Urban Consumer Education Project, St. Louis Public Schools, 1981.

Michigan Department of Education: Office for Sex Equity in Education:
Lansing, Michigan

- Guidelines for Eliminating and Preventing Sex Discrimination, 1976
- Title IX Teaching Unit, 1981
- In An Age Of Change, Where Are You In The Classroom, 1963

A Handbook for Workshops in Sex Equality in Education; Sex Equality in Guidance Opportunities Project; Mary Verheyden - Hillard. American Personnel and Guidance Association Handbook

For more information on Project Equity, contact:

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